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ABSTRACT

GRADES OR AGES: K-12. SUBJECT MATTER: Teaching English dialects. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four sections of learning experiences--prekindergarten-grade 3, grade 4-grade 6, grade 7-grade 9, and grade 10-grade 12. Each section deals with selected knowledge, specific learning, and learning experiences. There are no illustrations. The guide is offset printed and bound with a soft cover. OBJECTIVES AND ACTIVITIES: The purpose of the guide is to provide materials and suggest methods by which teachers can help children to investigate and solve linguistic problems. Learning activities are arranged sequentially and can be used for an individual child or in large or small group activities. INSTRUCTIONAL MATERIALS: Not specified. STUDENT ASSESSMENT: Not specified. OPTIONS: The guide is intended to serve as the basis for local curriculum projects and to be only one part of a total English program. (MBM)

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AN APPROACH TO TEACHING ENGLISH DIALECTS

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Compiled and Edited by

William J. Chandler
Clarence C. Lipscomb
M. Lawrence Tucker

North Carolina Public Schools/ Grades K - 12

Division of Languages
Tora Ladu, Director
Department of Public Instruction
Raleigh, North Carolina
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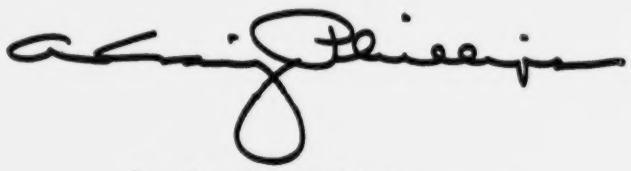
"An Approach to Teaching English Dialects" is one part of A Guide for The Teaching of English in the Schools of North Carolina, a guide that will attempt to coordinate and synchronize instruction in the broad areas of language, literature, and composition. It will begin at the beginning -- at kindergarten -- and extend through grade twelve. It will be a sequential program of teaching and learning of all the language arts -- listening, speaking, reading, writing. The guide, a different approach to curriculum construction for North Carolina, is a design that will give logical, conceptual order to the many segments of the English curriculum.



A. Craig Phillips
State Superintendent of Public Instruction

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J. H. Melton
Assistant Superintendent for Program Services

INTRODUCTION

Nelson Francis in his book The Structure of American English says that the word dialect should be "free from any emotional connotations or value judgments" and that any language "is usually a collection of dialects spoken by members of different speech communities that share the main structural features of the language" but differ from each other "in details of phonology, grammar, and vocabulary."

By definition, dialects can be divided into five categories:

regional dialects, those spoken in different geographic parts of the country;

social dialects, those spoken by different groups within the same region;

prestige dialect, that admired and emulated by speakers of other dialects;

standard dialect, that spoken by the educated people of the region or community;

literary dialect, that used primarily by writers and scholars.

American English divides itself into many discernible subregional dialects, but there are only three major geographic divisions: Northern, Midland, and Southern. Educated people from various parts of the country are able to communicate with each other without difficulty in writing, but there are aspects of spoken American English that set up social barriers between people of different regions and between people of the same community -- barriers that are the result of ingrained class prejudices which are in turn the result of a lack of an understanding of dialects and of their similarities and differences. Students must be taught that language may be for them the same social barrier it was for the flower girl Liza, and that the greatest barrier they may have to climb is best summed up in the simple, but forbidding statement, "They don't talk like us." The mobility of the modern American family throws into bas-relief the social implications of these aspects of our language.

For some people the term "dialect" suggests a poor, ignorant, shoeless, overalled backwoodsman who talks in an odd way and says humorous, homespun things. This is somewhat true, though seldom totally accurate. For within geographic regions there are different social levels of language, a fact guessed at but not understood by even the people within a geographic region. Schools, therefore, should promote the idea that each person speaks a dialect, his own, and that there is no stigma attached to its use.

English dialects around the world have been a constant source of amusement and amazement. Imagine a native Charlestonian engaged in earnest conversation with a Brooklynite, a Yorkshireman, and a citizen from "down under"; although the sounds, words, and syntactic structures voiced would vary widely, they would still understand each other.

In every region and nation there is usually one dialect strand that is more socially acceptable whether it be called the correct, the best, the educated, or the standard dialect. Therein lies the heart of the matter, and the school's task is to introduce and promote a socially acceptable version of the English language; at the same time, however, the school must not ridicule and despise the dialects of its students. Schools should teach students that each dialect is a functional variety of language and that the purposes for communication determine the particular variety to be used.

It is vital, then, that a child's dialect, his own variety of language, be accepted, not rejected. To squelch a child because of his use of language is to turn him off so that he becomes the mute ghost who inhabits the last seat in the last row in the far corner, never asking questions or responding to them. When the child's tongue is loosed and he feels free to speak, then is the time to instruct him in the socially acceptable tongue of his region and nation.

The dialect study in this packet begins with the assumption that language has many dialects, that there are regional and social dialects of language, that a dialect is a variety of language shared by members of a homogeneous speech community, and that dialects are described as phonetic, morphological, syntactic variations within the language. Therefore, in this sequential study, kindergarten through grade twelve, children will examine:

Dialects of the classroom
Similarities and differences in the sounds of language
Dialects of the community
Patterns for standard English
Dialect regions of the United States
Similarities and differences within the major dialect regions of the United States
Dialect regions within the major dialect regions of the United States
Similarities and differences in dialect among the dialect regions within the major dialect regions of the United States
Cultural influences which bring about conformity in dialects
Dialects of North Carolina
Similarities and differences among dialects of North Carolina

Methods of studying dialects
Dialects of the Old English Period (428-1100)
Phonetic, morphological, and syntactic characteristics of Old English dialects
Cultural influences that bring about conformity in dialects
Dialects of the Middle English Period (1350-1500)
Phonetic, morphological, and syntactic characteristics of Middle English dialects
Social characteristics of dialects
Phonetic, morphological, and syntactic characteristics of Modern English dialects
Current investigations of dialects
Survey and analysis of dialects in the community served by the school
Regional characteristics of the dialects of the United States -- phonetic, morphological, and syntactic

The purpose of this program is to provide materials and suggest methods by which teachers can help children learn to think for themselves, to investigate and solve linguistic problems. Teaching by telling does not always pursue this goal because children often misunderstand what they are told; they do, however, firmly grasp that which they discover for themselves.

> . . . the only effective way to teach language usage is to interest students in the rich varieties of language, both social and regional; to let them discover on their own that language is human behavior; to lead them to realize that, particularly in the area of social dialect, certain usages are inappropriate in certain situations, and that the "middle-class" dialect will obtain the maximum amount of cooperation in the maximum number of circumstances . . . and to help them develop, through discussion and dramatization, a "feel" for appropriate use of the many varieties of English which they employ in their own lives.[1]

It is obvious that the amount of material suggested at each level of instruction could take enormous portions of time from the total English program. Some of the Learning Experiences are lengthy, some short. The teacher will need to decide how much time should be spent on the various sections, but he should take note of the fact that a large portion of each level concerns standard English which should be taught throughout the school year in all aspects of the language arts. Because language is the center of all learning activities, it should not be relegated to an isolated segment of time in an English class.

[1]New Directions in English, New York, Harper and Row, Publishers, 1969.

Standard English is achieved by constant practice in all areas of the total school program.

Not all of the Learning Experiences included in this publication will prove suitable for every student; nor will every aspect of dialect study be included in the Experiences, for they are not intended to be exhaustive. Rather they are to be considered as suggestions only, as guides for each teacher's own iniative.

Because the materials and Learning Experiences are arranged sequentially from prekindergarten through grade twelve, the editors felt it unnecessary to include grade level designations other than pre K-3, 4-6, 7-9, and 10-12. Teachers using this material should look at several levels of instruction so that they can more accurately place each student in the sequence of Learning Experiences. Most of the Experiences are designed for an individual child or student, but nearly all lend themselves to small or large group activities.

Each level of instruction is composed of three parts: selected knowledge to be developed, specific learnings, and learning experiences. The following is an example:

Selected knowledge --------Dialects of the Community

Specific learning ---------The child begins to understand that conformity in dialects is brought about by a group who form, for a time, a small community and who use common terms.

Learning experiences ------1) The child initiates a tape exchange program with neighboring communities.
2) The child notes similarities in his local dialect as compared to a dialect spoken in some other community.

From teaching level to teaching level these three items become increasingly more sophisticated as the sequence develops, pre-kindergarten - twelve.

Finally, this guide should not be looked upon as prescriptive. Rather it should serve as the basis for local curriculum projects. In addition, it should be noted that this publication comprises only a small part of a total English program. It should, however, take its rightful position of importance alongside other elements of language (grammar, history of the English language, usage, spelling, etc.), composition, and literature.

PREKINDERGARTEN - GRADE THREE

Language has many dialects.

There are regional and social dialects of language.

A dialect is a variety of language shared by members of a homogeneous speech community.

Dialects are best described as phonetic, morphological, syntactic variations within the system of a single language.

LEARNING EXPERIENCES

Dialects of the Classroom

The child begins to develop an awareness that there are varieties of language in the spoken English of his classmates and his teacher.

1) The child hears differences in pitch as loud and soft, high and low (examples -- piano, horns, and other musical instruments).
2) The child hears differences in men's voices and women's voices -- recordings and tapes may be used.

The child begins to develop an awareness that a dialect is a variety of language.

1) The child listens to regional dialects of resource people from the community or children who have moved from other parts of the country.
2) The child makes recordings of his own voice and listens to them.

The child hears literature rich in dialects read by his teacher and in recordings and films.

1) The child listens to the story of Epaminondas; the teacher explains that in the telling she will talk differently.
2) The child listens to the poem "The Raggedy Man" by James Whitcomb Riley.

Similarities and Differences in the Sounds of Language

The child begins to develop an awareness that there are similarities and differences in the sounds of language.

1) The child hears recordings of the sounds of English.
2) The child hears the teacher read jingles, riddles, and poems which emphasize the sounds of English.

Patterns for Standard English

The child hears kernel sentences.

1) The child hears explanations given in kernel sentences by the teacher.
2) The child participates in choral readings.

The child hears non-kernel sentences.

1) The child hears directions given in non-kernel sentences by the teacher.
2) The child participates in choral readings.

The child listens to the sounds of English.

1) The child listens to many poems which have much repetition (examples -- "Baby Goes to Boston" and "The House that Jack Built").
2) The child listens to poems with rhyme and rhythm (example -- "Hey, Diddle Diddle").
3) The child has many opportunities to hear and to use the sounds of the phonetic alphabet.
4) The child hears simple rhymes and rhythms; hears initial consonant sounds.

The child hears initial consonants in words in oral language.

1) The child sees many pictures of things that begin with initial consonants (examples -- pictures of a car, cow, cup, cat).
2) The child draws or paints pictures of one thing that the teacher shows pictures of. If the teacher were working on the letter "b," the child might draw a boy, a ball, a boat, a bicycle, etc., but not wagon, top, fish.

The child hears his teacher use standard English patterns.

The child hears his teacher read poetry and fiction.

LEARNING EXPERIENCES

Dialects of the Classroom

The child develops an awareness that there are varieties of language in the spoken English of his classmates and his teacher.

1) The child hears recordings of men's and women's voices and discuss similarities.
2) The child listens to his own voice on tape recordings and discusses similarities with other children.

The child develops an awareness that a dialect is a variety of language.

1) The child listens to recordings of his teacher's voice.
2) The child listens to recordings of his own voice.

The child hears literature rich in dialects read by his teacher and in recordings and films.

1) The child hears the teacher read "Little Orphant Annie" and discusses how it sounds different.
2) The child hears poetry selections on records or tape (examples -- selections by David McCord, K. Kuskin).

Similarities and Differences in the Sounds of Language

The child develops an awareness that there are similarities and differences in the sounds of language.

The child plays listening games (examples -- D. Durrell's Listening Aids and G. Wagner's Listening Games).

Patterns for Standard English

The child hears and uses kernel sentences.

1) The child hears kernel sentences in explanations given by the teacher.
2) The child participates in choral readings.

The child hears and uses non-kernel sentences.

1) The child hears directions given in non-kernel sentences by the teacher.
2) The child plays word games (example -- "I Spy").

The child hears and uses standard patterns of English.

1) The child uses sentences to name action pictures cut from magazines.
2) The child asks yes/no questions to discover contents of a "guess what" bag.

The child hears and uses the sounds of English.

1) The child hears rhyming sounds in poetry (example -- Mother Goose).
2) The child hears initial consonant sounds in poetry (example -- Edward Lear's alphabet poems).
3) The child has many opportunities to hear and to use the sounds of the phonetic alphabet.
4) The child hears simple rhymes and rhythms; hears initial consonants in words; hears final consonants in words; adds (-s) and (-es) to known words in speech.

The child hears and uses initial and final consonants in words; (-s), (-es) added to known words in oral language.

The child hears initial and final consonants in poems, riddles, jingles (examples -- "Henny Penny" and "Hey, Diddle Diddle").

The child hears his teacher use standard English patterns.

The child hears his teacher read poetry and fiction.

LEARNING EXPERIENCES

Dialects of the Classroom

The child develops an awareness that there are varieties of language in the spoken English of his classmates and his teacher.

1) The child tells news reports of his family activities.
2) The child listens to the teacher read Robert Louis Stevenson's "Time to Rise." He notes the birdie's way of speaking ("Ain't you 'shamed."). Then he tries to put the birdie's way of speaking into his own words as he would say them.

The child develops an awareness that dialects are varieties of language.

1) The child listens to the teacher read "The Three Little Kittens" and then dramatizes the story, calling attention to Mother Cat's manner of speaking: "You <u>may</u> have some pie."
2) The child listens to "The Hare and the Tortoise." The teacher calls attention to the tortoise's answer, "Keep your boasting till you've beaten" and asks, "How would you say this?" Then the child and his classmates dramatize the story.

The child hears literature rich in dialects read by his teacher and in recordings and films.

1) The child sees the movie "Three Little Pigs" after which he talks about how the little pigs talked. (example -- The little pig in the apple tree said, "I will throw you down one.")
2) The child hears the record "The Cock, The Mouse, and The Little Red Hen." The teacher asks, "How could the Cock and the Mouse have answered instead of 'I shan't'?"
3) The child listens to selections such as "Turning of the Baby in the Bed" by Dunbar, "Old Christmas Morning" by Helon.
4) The child sees films or filmstrips which include various dialects.

Similarities and Differences in the Sounds of Language

The child develops an awareness that there are similarities and differences in the sounds of language.

1) The child hears nursery rhymes. (example -- "Bow, wow, wow! Whose dog are thou?")
2) The child hears Christina Rossetti's "Who Has Seen the Wind?" and talks about why she changed the words around. (example -- "Neither I nor you.")
3) The child records his voice telling about home or play experiences; he then discusses similarities in the sounds of his and other children's recorded voices.
4) The child goes over the words heard in a poem or story (selections used previously concerning dialects) to check on similarities and differences in pronunciation of simple words such as the, water, mouth, I; he draws pictures of the characters speaking.

Patterns for Standard English

The child hears and uses kernel sentences.

1) The child uses word cards to make kernel sentences about a story he has read. (example -- Sally likes Tim.)
2) The child thinks of kernel sentences for the teacher to write on the board about a trip to the park or some other trip. (examples -- We went to the park. A woodpecker built his nest.)
3) The children form a circle and pass around small objects such as a balloon, a ball, or a piece of fruit. Each child makes one statement about each object, not repeating what another child has said and not exceeding a noun phrase plus a verb phrase both without modifiers. (examples -- The balloon floats; The orange is juicy; The ball bounces.)
4) The child uses the name of his pet and adds a predicate of one word to complete the thought. (examples -- Snoopy runs; Snoopy jumps; Snoopy eats.) Then he draws his pet performing the action of the sentence.

The child hears and uses non-kernel sentences.

1) The child uses picture dictionaries in making non-kernel sentences. (example -- Did the astronaut fly to Mars?)
2) The child plays a "Build On" game by adding one-word modifiers to kernel sentences. (see activity 1 under kernel sentences; examples -- The red balloon floats; the old ball bounces.)

The child hears his teacher use standard English patterns.

1) The child hears the teacher tell personal experiences which relate to his reading.

2) The child hears the teacher give directions for a writing lesson.

The child hears, reads, and uses different types of sentences - statements, requests, questions, exclamations.

1) The child changes sentences from his reading into questions. (example -- Grandmother put the fire out. Did Grandmother put the fire out?)
2) The children hear a tape recording made during their physical education period. The teacher writes some of the sentences on the board and calls on different students to read the sentences the way they were said on the playground.
3) The child hears a recorded, original story which includes many questions (statements, exclamations). After the story, he finds and lists all the questions (or statements, exclamations).

The child hears, reads, and uses the sounds of English; sounds of the phonetic alphabet, initial and final consonants, digraphs and blends; voiced and voiceless sounds of English; (-s), (-es), (-ing), (-ed), ('s).

1) The child uses phonetic picture cards to stress certain initial consonant sounds such as "B." Then he completes a work sheet with pictures, coloring only those pictures that begin with the "B" sound.
2) The child looks around the room to find objects which begin with initial consonant sounds.
3) The child looks in magazines to find initial, final, or blend sounds and then makesa chart of the like sounds.
4) The child uses the following poem as a choral reading:

"If You Lived in the Alphabet"

If you lived in the alphabet,
Which would you be,
A very busy little vowel, (a e i o u)
Or a lazy X or Z?

Now X and Z are seldom seen,
And that is why they're put,
With Y between to keep them good,
Away down at the foot!

The vowels number only five --
A family so small,
And yet they never do sit still
To rest themselves at all.

In every single syllable,
As well as every word,
If you will listen carefully,
A vowel's voice is heard.

There are so many consonants;
They hardly ever do
A single bit of work unless
A vowel is working too.

So let us learn our vowels today,
There are only just a few,
But remember they have many sounds,
Not just a, e, i, o, u.

5) The child hears initial and final consonants in words; consonant digraphs in words (in this order (1) sh, th, ch; (2) ck, gn, kn, wr; (3) ph); consonant blends in words; hears -s, -es, -ed, -ing, 's in words.

The child hears, reads, and uses compound words and contractions.

1) The child reads compound words in stories and then thinks of others for the teacher to write on the board. Some children might be called on to put a circle around the little words which make up the compound word.
2) As a follow-up after contractions have been introduced in reading and speaking, the teacher puts a list of contractions on the board with another list of their meanings beside them. The child matches the contraction to the two words which it means.

The child hears, reads, and uses prefixes.

1) The child changes words and their meanings by putting letters before the words (example -- tie - <u>un</u>tie).
2) The child sees and hears words containing common prefixes.

The child hears, reads, and uses plural morphemes.

1) The child notes the <u>s</u> on words in a story and talks about how it changes the meaning of the word it is attached to.
2) The child hears several words with singular or plural endings from rhymes or stories he has read and tells which words mean one and which mean more than one (example -- "The Little Train in a Hurry"; <u>train</u>, <u>steps</u>, <u>horse</u>, <u>cow</u>, etc.).

The child hears, reads, and uses interrogative and negative morphemes.

1) The child looks at pictures on a flannel board and makes up sentences about them, after which he converts them into questions. (example -- I see blue birds. Did I see blue birds?)
2) The child hears the story "The Ginger Bread Boy" read by the teacher who emphasizes sentences like "I can run away from you, I can, I can." The teacher adds the negative morpheme <u>not</u> and asks the child to tell her if it changes the story (I can<u>not</u> run away from you, I can<u>not</u>, I can<u>not</u>.)

The child hears his teacher use standard patterns of English.

The teacher always uses standard patterns of English in conversation, directions, stories, etc. Some of the previous activities mentioned can be used to stress these patterns.

LEARNING EXPERIENCES

Dialects of the Community

The child develops an awareness that there are varieties of language in the spoken English of his classmates, of his teacher, and of people outside his classrooms.

1) The child hears in his classroom people from the community who speak different dialects.
2) The child continues to hear the dialects of his classmates in stories, reports, play activities, etc.

The child develops an awareness that a dialect is a variety of language.

1) The child listens to portions of the record Americans Speaking (National Council of Teachers of English) in which six speakers from different sections of the country read the same narrative passage.
2) The child listens to recordings of the British dialect from such sources as My Fair Lady.
3) The child hears the teacher read "Infant Joy" by William Blake. Using the line "What shall I call thee?" he decides how he might have said it in his own words.

The child hears literature rich in dialects read by his teacher and in recordings and films.

1) The child sees the film "The Little Red Hen" after which he discusses how the animal characters talked.
2) The child hears recordings of Tales of Uncle Remus.
3) The child learns the song "Zip-a-di-doo-dah."

Similarities and differences in Dialects

The child develops an awareness that there are similarities and differences in dialects in the community including the classroom.

1) The child hears people from the community who have come from different regions of the United States.
2) The child sees pictures of objects that are referred to by different words in different parts of the country. (example -- The teacher shows a picture of the familiar breakfast food variously called pancakes, hotcakes, flapjacks, griddlecakes, etc., and asks the child what they are.)

Patterns for Standard English

The child hears, reads, and uses kernel sentences.

1) The child makes sentences by matching the items in the following columns:

A dog	ran up the stairs.
The apples	is fuzzy.
The boys	will be ripe.

2) The child adds the necessary words to the following first parts of sentences to make them complete:

The cow _____?_____.
Some cars _____?_____.
My house _____?_____.

The child hears, reads, and uses non-kernel sentences.

1) The child changes the following statements into questions without adding any words:

Ricky is going to school.
Toni is hungry.
Clint was sick.

2) The child uses modifiers to change a kernel statement to a non-kernel sentence. (example -- The tree fell across the road; The rotten tree fell across the busy road.)

The child hears the teacher use standard patterns of English.

1) The child hears the teacher tell stories (example -- "Jonathan and the Ark").
2) The child hears the teacher give directions, tell personal experiences, and discuss individual problems.

The child hears, reads, and uses different types of sentences -- statements, imperatives, interrogatives, exclamations.

1) The child writes statements about such things as a car, a green apple, a fair. (example -- A green apple tastes bad.)
2) The children write questions which require answers other than yes or no and read them to each other in small groups. Each question is answered with a statement by one of the group.
3) The child uses vocal and facial expressions to give commands and to show excitement.

The child hears and uses the sounds of English; sounds of the phonetic alphabet; initial and final consonants, digraphs, blends; vowels, diphthongs; voiced and voiceless sounds of English; (-s), (-es), (-ing), (-ed), ('s); the phonetic alphabet.

1) The child makes new words by changing the initial consonant in a word like bat to other letters, perhaps in answer to riddles.
2) The child pronounces the words will, still, bill to discover how many l sounds he hears and how many l's he sees when the word is written on the board. He does the same with other words which contain double consonants having only one consonant sound.

The child hears, reads, and uses compound words and contractions.

1) The child copies the following sentence from the board and identifies the compound words by drawing a line between the words that make up each compound word: I want a football, an airplane, a cowboy suit, and a baseball for my birthday.
2) The child writes contractions for the following pairs of words: it is, did not, I will, will not, do not.

The child hears, reads, and uses the plural morphemes of nouns.

1) The child looks at a picture that has several objects in it, some of which are duplicated, some of which are not; if he sees only one thing, he writes the singular form. If he sees more than one of something, he writes the plural form. He then reads the words, noting the pronunciations of s or es.
2) The child reads a series of sentences containing singular noun forms and a series containing corresponding plural forms (watch, watches). He says the words to note the differences in pronunciation.

The child hears, reads, and uses prefixes.

1) The child looks at the words happy and unhappy on the board and talks about the difference. The teacher asks him to put un before such words as cover, tie, hurt to see if they are like happy and unhappy.
2) The child hears and reads words with prefixes like un and re in his reading books, his spelling books, etc.

The child begins to use the significant categories of English.

The child uses linguistic sentence building blocks to construct sentences containing nouns, verbs, adjectives, adverbs.

The child begins to use synonyms, antonyms, homonyms.

1) The children ask each other riddles which involve the use of synonyms and antonyms. (example -- I am an antonym of bad. What am I?)
2) The children supply homonyms for such words as sell (cell), bee (be), by (buy).

The child begins a study of paralinguistic behavior - tone of voice.

1) The child uses gestures and facial expressions to role play different community helpers.
2) The child says things like the following, using the proper tone of voice to sound sincere: I love you. I don't like you. Hooray!! We won!

The child begins to recognize some regular sound-spelling patterns.

1) The child writes words that have such sounds in them as short e, silent e, long a, th, ou, etc.
2) The child tells six or more words in which the two consonants ng (or some other pair) spell one sound.

LEARNING EXPERIENCES

Dialects of the Community

The child understands that dialects are varieties of language shared by members of a homogeneous speech community and that the classroom is a speech community.

1) The child collects from the community some examples which illustrate different dialects existing in the vicinity.
2) The child devises different dialects for expressing the same idea. (examples -- You don't know, do you? Y'all hasn't known, has y'all? You'uns don't know, do you?)

The child develops understanding that the school is a speech community and that the community surrounding the school is a speech community.

1) The child discusses usages common in school which are not common outside the school; he listens carefully for speech patterns in the school which do not exist in the community.
2) The child records people's voices in the school, at home, and in the community and discusses with his class why there are differences and similarities.

The child hears literature rich in dialects read by his teacher and in recordings and films.

The child hears stories from Kipling's Just So Stories, Lois Lenski's Hill Billy, Billy.

Patterns for Standard English

The child hears, reads, and uses kernel sentences.

1) The child reads a list of kernel sentences; he writes new sentences with the same predicates but new subjects. (example -- Father drove the car; The policeman drove the car.)
2) The child composes his own kernel sentences and reads them to other children.

The child hears, reads, and uses non-kernel sentences.

1) The child writes statements that can be transformed into yes/no transformations. (example -- The car is blue; Is the car blue?)

2) The child makes up games based on yes/no questions. (example -- A child asks a question which requires a yes or no answer; if the questioner or answerer does not do his part correctly, the other person scores a point.)
3) The child reads and hears examples of non-kernel sentences with emphasis on the yes/no, tag question, and negative transformations.
4) The child tapes negative transformations heard at school and in the community. When these are played for the class, he comments on the patterns and communicative powers of the statements.

The child hears, reads, and uses different types of sentences -- statements, imperatives, interrogatives, exclamations.

1) The child uses the same sentence thought to illustrate all sentence types. (example -- John will open the door. John, will you open the door? Open the door.)
2) The child writes stories using all types of sentences.

The child hears and uses the sounds of English; phonetic alphabet; consonants, blends, digraphs; vowels, diphthongs; voiced and voiceless sounds of English; (-s), (-es), (-ing), (-ed), ('s); syllabication and accent.

1) Using a recording of dialects (example -- Our Changing Language), the children discuss how various people pronounce the same words.
2) Several children read a list of words containing the morphemes s, es, ing, ed, 's while the class listens. After hearing the lists, the children comment on whether or not ending morphemes were heard and whether or not this affected their understanding.

The child hears, reads, and uses prefixes.

1) The child studies and discusses the words unlock, untie, unclear, and unmade, noting particularly the one similarity the words have. Then he does exercises like the following:

    1) You can lock and unlock a door.
    2) You can tie and ___?___ a rope.
    3) You can twist and ___?___ a pony tail.

2) Several children bend a pipe cleaner, bind a finger with a bandage, and close the lid on a box with tape. Different children demonstrate the opposite meanings when the prefix un is placed before bend, bind, tape.

The child begins to study question (Q) and negative (ng) relational morphemes.

1) The child views several kernel sentences using an overhead projector; he then rewrites them to form questions and negatives.
2) Several of the children are given a card with a word written on it. When placed in the correct order, the words form a kernel sentence. The scrambled cards might be ATE, BOY, THE, APPLE, AN. The children holding the cards arrange themselves in the correct order in the front of the classroom. Off to the side stand children with cards marked DID, EAT, ?, DO, NOT, etc. The teacher directs the children to call forth the appropriate cards to form a question or negative in the appropriate order.

The child hears, reads, and uses the plural morpheme.

1) The child reads the sentence "The bees share their buzzes with the birds." The teacher calls attention to the s sound at the end of the words bees, buzzes, and birds and compares this to the sound of bees ("iz-iz-iz-iz-iz"). She asks what this sound at the end of bee, buzz, and bird means.
2) The child records his voice on the tape recorder, reading sentences with many plurals. These are replayed, and he listens for the plural sounds.

The child uses nominals and verbs as categories of English.

1) The child does exercises like the following: Of the following words, which can be used to complete this sentence,

The cat ____?____

swam	jumped
ate	tree
beautiful	fell.

2) The child reads several sentences on the overhead projector: The boy gobbled the pie; The boys swam in the river; The girl loved the kitten; The girls skated on the pond. Then he picks out the nominals in the sentences.

The child continues the study of paralinguistic behavior -- facial expressions, body movements, tone of voice.

1) Using words like anger, joy, sadness, surprise, etc., the child expresses these emotions with facial expressions only.
2) The child communicates surprise, happiness, sadness, etc., through body movements and tone of voice.

The child continues to understand that words and sentences are symbols for objects, ideas, and relationships.

1) From magazines the child cuts pictures which are symbolic of the United States.
2) The child sees the film Hailstones and Halibut Bones after reading poems about color; then he writes the things or thoughts the colors red, green, black, white, gold suggest to him.

The child uses denotation.

1) The child uses the dictionary to gain denotative definitions of words confronted in his reading.
2) The children ask each other riddles by describing some object or animal and asking "What am I?" (example -- I am an animal with brown fur, sharp front teeth and a flat, paddle-like tail. What am I?)

The child understands and uses some of the formal and informal varieties of English.

1) The child writes letters to the mayor of his city and to a close friend asking each to attend a party; he contrasts the language used in the two letters.
2) The child role plays conversations with the following people: his parents, a friend, a minister, a teacher, a baseball player.

The child hears his teacher use standard patterns of English.

1) The child hears appropriate patterns of usage spoken by the teacher, especially regarding verbs.
2) The child hears more complex patterns of usage spoken by the teacher.

GRADE FOUR - GRADE SIX

Language has many dialects.

There are regional and social dialects of language.

A dialect is a variety of language shared by members of a homogeneous speech community.

Dialects are best described as phonetic, morphological, syntactic variations within the system of a single language.

LEARNING EXPERIENCES

Dialects of the Community

The child begins to understand that conformity in dialects is brought about by groups who form, for a time, a small community and who use common terms.

1) The child initiates a tape exchange program with neighboring communities.
2) The child notes similarities in his local dialect as compared to a dialect spoken in some other community.

The child begins to understand that dialects are shared by members of a homogeneous speech community and that the school is a speech community.

1) The child makes tapes of speech patterns of students of various grade levels in his own school and listens for similarities.
2) The child discusses other dialects he has heard in other communities and compares them to his own.

Patterns for Standard English

The child hears, reads, and uses kernel sentences in their basic sentence patterns.

1) The child makes tapes of other students' using sentences which he identifies as kernel or non-kernel sentences.
2) The child identifies noun phrases and verb phrases in written exercises.

The child hears, reads, and uses non-kernel sentences.

1) The children write kernel statements that can be converted to yes/no questions; in groups of two they practice saying the statements and giving responses. (example -- John is bad; Is John bad?)
2) The child changes tag question transformations to kernel sentences and kernel sentences to tag question transformations.
3) The child studies examples of negative transformations and tries to formulate verbally a generalization concerning the transformation; he transforms selected kernel sentences from his literature to negative transformations.
4) The child finds examples of yes/no questions, tag questions, and negative transformations in his own literature, in magazines, and in newspapers.

The child uses plural morphemes, agreement morphemes, past tense morphemes, present and past participal morphemes; nominalization and verbalization morphemes.

1) The child does appropriate written exercises concerning the stated morphemes.
2) The child uses a literary selection that contains examples of the stated morphemes; he deletes the morphemes and considers what effect this act has had; he tries adding nominalization morphemes to verbs and verbalization morphemes to nouns to see what effect is produced.
3) The child makes up his own morphemic system and attaches it to original writings (example -- xyz instead of s as a plural morpheme).

The child uses nominals and verbs.

1) The child does exercises like the following: See if any of these words can be used to make sentences with those in the box -- dogs, if, people, clocks, beautiful

?	eat	?	fell
?	raced	?	alarmed

2) The child identifies nominals and verbs in his own literature.

The child uses the question (Q) and negative (ng) morphemes.

1) The child converts kernel sentences to questions; then he uses the same kernel sentences to construct negative transformations.
2) The child takes a speed test, dictated over a tape recorder, to write negative and question transformations for the same kernel sentence.

The child begins to study and use referents and symbols.

1) The child begins to create a new lexicon by writing new symbols for the following words: dog, boy, girl, happiness, religion, yesterday. Then he writes sentences using the new symbols.
2) The children discuss what a particular symbol means to them and note the differences of opinion.

The child understands that words are members of meaning classes.

1) The children play a game similar to Password; a word for a particular meaning class is printed on a card, and a child

gives one-word clues to a small group of children who try to guess the meaning class written on his card.

2) The child uses a word like sail in sentences to illustrate that it can belong to more than one meaning class. (example -- The sail is furled; I sail the boat regularly.)

The child begins to study levels of abstraction -- specific to abstract.

1) The children discuss the difference between concrete and abstract.
2) The child lists some nouns and identifies them as concrete or abstract (example -- candy, concrete; sweetness, abstract).
3) The child tapes conversations and discussions after which he identifies abstract words or terms that were used.

The child uses definition by verbal context.

Each child makes up a nonsense word and writes a context for it. He reads the context aloud to the class to see if any of his classmates can guess from its context what his word means.

The child studies and uses connotations.

1) The children discuss how the words thin, lean, skinny are alike and how they are different.
2) The child makes up some pairs of sentences showing good and bad connotations. (example -- Charles eats rapidly. Charles gobbles his food.)

The child continues to study characteristics of the phonetic alphabet.

1) The child writes the letters in each word below which have a common sound: air, errand, fare, bear.
2) Using the word cat, the child writes as many new words as possible by changing the initial consonant; he does the same by changing the final consonant.

The child experiments with the voiced and voiceless sounds of English.

The child puts his finger tips on his throat and makes sounds (b) which cause his vocal cords to vibrate and other sounds which do not (s).

The child observes the effects of assonance and consonance.

1) The child finds examples of assonance and consonance in poetry; he writes single lines of poetry which contain the sounds. (example -- Drawn with a team of little atomies; The seas did seethe.)

2) The child reads examples of assonance and consonance aloud and notes the effect.

The child is aware of the usefulness of stress and pitch.

The child says the following sentences, changing the stress and pitch each time; he draws pitch diagrams of one or two sentences:

I'm not going.
Goodbye, Robin.
Where do you think you're going?

The child is aware of certain sound-spelling patterns.

1) The child makes a list of k sounds and adds words under each k sound that he can think of (example -- ck track c care ch ache).
2) In his literature the child finds examples of consonant blends, silent e's, digraphs, ending consonant rules, ending vowel rules, soft e rule, soft g rule, etc. Then he writes examples of words illustrating sound-spelling rules that he can think of.
3) The child uses initial and final consonants, consonant blends, and digraphs in words; uses short and long vowels, vowel digraphs and diphthongs in words; uses silent e rule, vowel digraph rule, soft e rule, soft g rule, ending consonant rules, ending vowel rules; understands that final consonants may be doubled before adding an ending, e may be dropped before an ending, y changed to i before an ending, f may be changed to v before an ending is added; understands that syllables are divided before the consonant when the single consonant is between vowels; understands the e syllabication rule; understands that syllables are divided between double consonants; uses understanding of structure of words (derivational and inflectional affixes); attacks spelling problems individually; has functional, individualized spelling provided for him.

LEARNING EXPERIENCES

Dialect Regions of the United States

The child identifies the three major dialect regions of the United States - Northern, Midland, Southern - and locates them on maps or globes.

1) The child discusses experiences of visiting in other parts of the country and differences in speech patterns that he noticed.
2) The child studies maps and globes to locate dialect regions.
3) The child studies characteristics of the dialect regions to find clues as to why differences in dialect exist.
4) The child prepares a bulletin board using yarn to mark off dialect areas; he pins on special characteristics and/or features contributing to the dialect.

The child reads and hears literature with dialects of the major dialect regions of the United States.

1) The child listens to the teacher read a story about some dialect region of the United States. He listens for colloquial and dialectal words.
2) The child listens to tapes and recordings of stories and poems to compare dialects.
3) The child locates stories and poems illustrating dialects (library resources) and exhibits them so that his classmates can choose one to read.
4) The child reads or has read to him books by Lois Lenski, poems by James Whitcomb Riley.

Similarities and Differences Within the Dialect Regions of the United States

The child identifies the similarities and differences in dialects of speakers from the three major dialect regions of the United States -- phonetic, morphological, syntactic variations.

1) The children initiate a planned tape exchange program with other dialect regions.
2) The child listens for various dialects when watching TV. He identifies the region, makes a list of characteristics, and brings them to class for further discussion.
3) The child brings to class examples of phonetic, morphological, and syntactic variations heard in his own community.

4) The children discuss how they might say the following sentences: Jane had a cup of coffee and a cruller. Sam bagged school yesterday. He ate about a pound of goobers.

Patterns for Standard English

The child uses kernel sentences; uses basic sentence positions in kernel sentences.

1) Using the formula S → NP + VP, the child gives oral sentences to his group and identifies the noun and verb phrases.
2) The child writes sentences to illustrate the four basic sentence patterns:

NP + V_i	(adv)
NP + V_t + NP	(adv)
NP + V_c + comp	(adv)
NP + be + pred	(adv)

The child uses non-kernel sentences.
-yes/no transformation
-tag transformation
-negative transformation
-appositive transformation
-passive transformation

1) The child practices composing various transformations, oral and written.
2) The child studies examples of the five transformations in his literature, in magazines, and in newspapers.
3) The children devise games to be used to teach the five transformations (example -- a form of Password, a quiz show, or a relay).

The child uses plural, agreement, past tense, present and past participle, comparative and superlative degrees of adjective morphemes, nominalization, verbalization, and adjectivalization morphemes.

1) The child reviews the plural, agreement, past tense, present and past participal morphemes, comparative and superlative degrees.
2) The child changes words to nouns, verbs, and adjectives by using the proper morphemes. He tries adding the morphemes to new words he has not used before.

The child uses question (Q) and negative (ng) morphemes.

1) In groups of two the children question each other orally concerning the question and negative transformations.
2) The child writes a brief composition deliberately using question and negative transformations which he underlines for future class discussion.

The child uses nominals, verbs, adjectives, adverbs.

1) The children give planned and impromptu speeches in which they use correctly nominals, verbs, adjectives, and adverbs.
2) The child looks for good uses of nominals, verbs, adjectives, and adverbs in his literature, in magazines, and in newspapers.

The child uses referents and symbols.

The child looks at pictures of an octopus (or some other fierce creature) and decides what symbols he could use to describe the picture. After the teacher has written the suggested symbols on the board, the child writes a paragraph which uses as many of the symbols as possible.

The child uses words as members of meaning classes.

The children play a game in groups of five using the following words: star, pitcher, bear, fall, top, shell. Each group tries to identify the most meanings of each of the words and correctly use them in sentences. A variation of the game could be a quiz show approach with a moderator giving the words and a panel of experts vying with each other to give the most meanings.

The child uses levels of abstraction.

1) The child clips from a magazine or newspaper an article which has some abstract words; he tries to determine the writer's exact meaning, and he discusses with the class whether or not the writer used a good choice of words.
2) The child finds examples of abstract words in his social studies book and discusses the meaning of each.
3) The child starts with a concrete example of a word and then gives increasingly more abstract examples.

The child uses denotative and connotative meanings.

1) The child writes down the first words that come to mind as the teacher calls out the following words: home, family, friend, freedom, dog, fence. Then he compares their connotative definitions with the denotative definitions of the dictionary.

2) The child clips from newspapers and magazines headlines or articles that might influence the way he thinks about a news event (examples -- "Redskins bash the Saints"; "Washington beats New Orleans").

The child uses definitions by verbal and experiential contexts.

1) The child writes two context sentences for each of the words below, giving the word a different meaning in each sentence: foot, swing, ring. Then he thinks up words of his own and writes pairs of context sentences for them.
2) In his science or social studies books the child picks out words that are a) explained by the context, b) not explained by the context.

The child uses the phonetic alphabet.

1) The child writes new words he encounters in phonetic spellings.
2) The child transcribes short secret messages in the phonetic alphabet and exchanges with his classmates for translation.

The child uses voiced and voiceless sounds of English.

The child locates voiced and unvoiced sounds in nursery rhymes, poetry, and other reading material.

The child uses assonance, consonance; levels of pitch, patterns of stress, kinds of juncture.

1) The child observes assonance and consonance in poetry and prose.
2) The child changes pitch and stress patterns in his own speech and observes the differences in meaning.
3) The child observes and points out the possible relationship of punctuation and juncture (intonation patterns/pause) in sentences.

The child uses sound-spelling patterns.

1) The child uses and understands initial and final consonants, consonant blends, digraphs; short and long vowels, vowel digraphs, diphthongs, silent e rule, soft e rule, soft g rule, ending consonant rules, ending vowel rules; understands that final consonants may be doubled before an ending is added; that e may be dropped before an ending is added; that y changes to i before an ending; that f may be changed to v before an ending is added; that syllables are usually divided before the consonant when the single consonant comes between two vowels in a word; that when two consonants come

between two vowels, the syllable division usually comes between the two consonants (exceptions include consonant blends or consonant digraphs); that when the last three letters of a word are a consonant followed by le, usually the final syllable consists of the consonant and the le (if ck comes before le, the le forms a separate syllable).

2) The child has a functional, individualized spelling program.

LEARNING EXPERIENCES

Dialects of English-Speaking People Outside the United States

The child does research studies to determine where English-speaking people outside the United States are located; secures samples of their speech; studies the language samples.

1) The child constructs a bulletin board consisting of an outline map of the world; he writes the word ENGLISH on a colored strip of paper and pins it on the countries that are predominantly English in speech.
2) The child constructs an outline map of the world on the bulletin board; he cuts out music notes from colored paper; when an English word is found that belongs almost exclusively to a certain English-speaking country, he writes the word on the music note and pins it to the right spot on the map.
3) The child reads stories and listens to recordings which contain dialects of other English-speaking countries (examples -- "Smiley and the Townie," a story, and "Waltzing Matilda," a song). He lists the unusual words and supplies his American equivalents.

Similarities and Differences in Dialects of English-Speaking People Outside the United States

The child identifies the similarities and differences in dialects of English-speaking people outside the United States - phonetic, morphological, syntactic variations.

1) The child locates Scotland on a map and reads the story "The White Heather" by William McKeller. He makes a list of Scottish words that sound different from those in English but have enough of the sound to be recognizable. (example -- doon, down; oot, out; "Dinna ye understand?" "Don't you understand?")
2) From musical selections such as "Annie Laurie" and "Lochlomond," the child finds Scottish free and bound morphemes and replaces them with typically English morphemes (example -- "canna see," "cannot see").
3) The child uses Scottish songs, poems, or ballads to find sentences which have unusual word order; he writes the sentences as he would say them. (example -- "I'd lay me doon and dee." "I would lie down and die.")

Patterns for Standard English

The child uses kernel sentences: basic sentence positions in kernel sentences.

1) The children listen to a reading of Shakespeare's "Winter"; they conduct an informal discussion prompted by questions from the teacher. (The questions are arranged so as to get answers from the children in kernel pattern sentences.)
2) The child hears and reads kernel sentences. He writes kernel sentences using the following patterns:

NP + V	(adv. of time, location, manner)
NP + V_i + NP	(adv. of time, location, manner)
NP + V_c + comp	(adv. of time, location, manner)
NP + be + pred	(adv. of time, location, manner)

The child finds examples of the kernel patterns in any source.

The child uses non-kernel sentences.

-yes/no question and tag question transformations
-ng transformations
-appositive transformations
-passive transformations
-recursive S transformations
-imperative transformations.

1) The child reviews non-kernel sentences and uses specific ones (see above) in original compositions and poems.
2) The child locates specific transformations (see above) in his textbooks.
3) The child tapes classroom discussions from which he picks out examples of transformations.

The child uses plural, agreement, past tense, present and past participle, comparative and superlative degrees of adjectives, genitive morphemes.

The child does oral drills, correctly using plurals, agreement, past tense, present and past participles, comparative and superlative degrees of adjectives, and genitive morphemes. He uses taped drills prerecorded by the teacher. (examples -- The teacher says, "Were there pretty shells on the beach?" The child replies, "Yes, there were pretty shells on the beach." The teacher says, "Were the children playing in park?" The child replies, "Yes, the children were playing in the park.")

The child studies and uses nominalization, verbalization, adjectivalization, and adverbial morphemes.

The child changes verbs to nouns by adding bound morphemes (example -- hunt + er = hunter). He writes out the morphemes from the teacher-prepared list of words
(examples -- hunter - hunt + er, nominalization
plainly - plain + ly, adverb of manner
neater - neat + er, comparative adjective
cheapen - cheap + en, verb
silken - silk + en, adjective).

The child uses the question (Q), negative (ng), and relational morphemes.

1) In groups of four the children practice making negative and question transformations. Child 1 makes up a kernel sentence and tells it to his group; Child 2 changes the sentence to a negative transformation; Child 3 changes the sentence to a question; Child 4 applies the negative transformation to the question. They discuss with the teacher any problems they encounter.
2) The children all watch a certain television program as a homework assignment. During the show they write down all of the imperative transformations they hear and bring them to class for discussion the next day. The teacher tape-records the program and gives the tape to a small group of students who listen to it and try to record accurately the imperative transformations that were used.

The child uses referents and symbols.

The child understands that a symbol stands for a referent but that the referent is not the symbol; he understands that some symbols have clear-cut referents, that some refer to states or conditions, that some refer to generalizations, and that some refer to abstractions. He understands that symbols are arbitrary and that the relationship between the symbol and the referent is an agreed upon or conventional relationship.

a. The children play guessing games and pantomime games to suggest the relationship between symbol and referent. (example -- One child describes something without naming it and the class identifies it.)
b. The child creates a new lexicon by replacing arbitrary symbols with other arbitrarily chosen symbols of his own; he uses these new symbols as a code by which to send and receive messages. (examples -- The word boy is changed to the word fly; the word school to box; the word love to orange, etc.)

The child uses words as members of various meaning classes.

The child develops lists of generic words taken from any source; he notes the shades of meaning in the words chosen and discusses what would happen if words were used in oral or written composition that carried meanings just a shade off the ones desired (examples --

steal		weak	
seize	clutch	feeble	helpless
snare	hook	faint	limp
gain	capture	wavering	delicate
	snatch		infirm).

The child uses levels of abstraction.

1) The child collects articles from newspapers, magazines, science books, etc., that contain examples of concrete words and ideas.
2) The children find as many examples of abstract words and ideas as possible. In groups they discuss the examples as to how they reflect the desired thought. Then they write original definitions for the following:

Happiness is _____?_____.
Courage is _____?_____.
Pride is _____?_____.

The child considers and uses denotative and connotative meanings.

1) The children react to each word in a list read by the teacher by writing down their impressions; after the exercise they discuss in small groups their reactions, noting the connotation they have attached to the words.
2) The child brings in advertisements from newspapers and magazines to show how advertisers use words and ideas rich in connotations.

The child explores definitions by verbal, experiential, and physical context.

1) The child describes something he has seen as he comes to school each day; he uses the most effective descriptive words possible.
2) Using the following words, the child writes sentences to show as many contextual uses as possible: run, course, craft, low. (example -- He runs everyday. The pitcher scored the final run. The dragster made its first run down the track.)

The child uses assonance, consonance, alliteration; levels of pitch, patterns of stress, different kinds of juncture.

1) The child reads poetry rich in sounds and discusses the various uses of assonance, consonance, and alliteration (example -- "Silver" by Walter De La Mare).
2) The child writes limericks or tongue twisters containing alliteration, assonance, and consonance (example -- A pole cat in a peach orchard picking up peaches).
3) The child pronounces word pairs which sound alike but are different when juncture is introduced (example -- I scream; ice cream).
4) The child draws pitch diagrams for several short sentences; a music student might draw his diagrams in the form of a musical score (example --

Very high	_____
High	Love
Normal	I You
Low	_____

).

The child uses the phonetic alphabet; voiced and voiceless sounds of the phonetic alphabet.

1) The child hears, sees, and uses consonants, blends, digraphs, vowels, diphthongs; phonetic principles of syllabication and stress; contrastive sets that differ in only one phonetic sound; inflectional and derivational affixes; the phonetic alphabet in several different dictionaries.
2) Practicing before a mirror, the child identifies the speech production organs and practices using them with various voiced and voiceless sounds.

The child is aware of sound-spelling patterns.

The child
-uses initial, final, and medial consonants, consonant blends, and digraphs in words.
-uses short and long vowels, vowel digraphs, and diphthongs in words.
-understands and uses silent e rule; vowel digraph rule; soft e rule; soft g rule; ending consonant rule; ending vowel rule.
-understands that the consonant may be doubled before adding an ending.
-understands that e may be dropped before an ending.
-understands that syllables are divided between double consonants.
-understands that y may be changed to i before an ending.

-understands that syllables are divided before the consonant when a single consonant is between vowels.
-understands the le syllabication rule.
-understands f may be changed to v before an ending is added.
-uses his knowledge of free, bound, and relational morphemes in spelling.
-hears syllables and accents in words.
-attacks spelling problems individually; has a functional, individual spelling program.
-understands that broad and precise relationships exist between pronunciation rules and spelling rules.

GRADE SEVEN - GRADE NINE

Language has many dialects.

There are regional and social dialects of language.

A dialect is a variety of language shared by members of a homogeneous speech community.

Dialects are best described as phonetic, morphological, syntactic variations within the system of a single language.

LEARNING EXPERIENCES

Dialect Regions Within the Major Dialect Regions of the United States

The student develops understanding that dialects are regional.

1) The student reads literary works which have regional dialects; he listens for different dialects on television and radio; he locates regional dialect areas on a map.
2) The students invite people from outside the school (college, industry) who represent various dialects to speak to them; they note dialects of newcomers to the community.

The student understands that there are major dialect regions in the United States - Northern, Southern, Midland; locates these on the map or globe.

1) The student studies map of the United States, locating the various dialect regions; he makes a bulletin board illustrating the major dialect regions.
2) The student does research on the various regional dialects and reports to the class; he examines the factors which have influenced the major dialect regions.

The student determines and locates the dialect regions within the major dialect regions of the United States; uses linguistic geography to determine and locate the dialect regions.

1) The student through tape exchanges compares the speech of his class with that of other students within his own region; he locates on a topographical map differentiating features which seem to act as boundaries.
2) The student prepares a questionnaire to send to other areas within his major dialect region. In it he puts words and expressions that are common to his local area; he asks if these words and expressions are the same. He can refer to Word Geography of the Eastern United States or Discovering American Dialects by R. Shuy.

The student hears Cajun, Creole, Gullah, Pidgin, Geechee dialects.

1) The students collect oral and written materials illustrative of the above dialects; they study similarities and differences in these dialects; they do research individually and in small groups and present reports to the class.
2) The student reads literature which utilizes one of the dialects and compares it to his own (examples -- George Washington Cable (Creole); Frances P. Keyes (Cajun)).

Cultural Influences Which Bring About Conformity in Dialects

The student develops understanding of conformity of speech as a tendency to speak alike.

1) A student or group of students makes a report on the third chapter of Discovering American Dialects by R. Shuy.
2) The student compares other areas of his life in which he has tended to conform in language patterns (example -- Boy Scouts, FHA, etc.).

The student develops understanding that cultural influences bring about conformity in dialects and that major cultural influences in the United States are growth of cities and industry, education, mass media, mobility of population.

1) The students, in small groups, discuss the cultural influences of their major dialect region in relation to other regions.
2) The student reads newspapers from other major dialect regions and searches for cultural influences of that area; with his classmates, he discusses the effect of television on dialect conformity.

Similarities and Differences in Dialects of the Dialect Regions Within the Major Dialect Regions of the United States

The student identifies similarities and differences in dialects of the dialect regions within major dialect regions of the United States - phonetic, morphological, syntactic variations.

1) A student reads Travels with Charley, looking particularly for the author's comments concerning dialect patterns in various sections of the country.
2) The student makes a collection of poems, stories, and novels which contain dialect features of the major regions.
3) The student initiates a tape exchange program with other dialect regions. (See Discovering American Dialects by R. Shuy.)

Patterns for Standard English

The student uses kernel sentences.

1) The student identifies kernel sentences in literary selections and studies their effectiveness or ineffectiveness.

2) The student uses and understands kernel sentences in his own writing.

The student uses non-kernel sentences.

In his literature and in his writing the student recognizes, uses, understands, and becomes familiar with the ideas of deep and surface structure by working with transformations like the following:

-yes/no question transformation. (example -- Pat ate breakfast. Did Pat eat breakfast?)
-tag question transformation. (example -- Pat ate breakfast. Pat ate breakfast, didn't she?)
-negative transformation. (example -- Pat ate breakfast. Pat did not eat breakfast.)
-appositive transformation. (example -- Pat ate breakfast; Pat is my friend. Pat, my friend, ate breakfast.)
-passive transformation. (example -- Pat ate breakfast. Breakfast was eaten by Pat.)
-imperative transformation. (example -- Pat ate breakfast. Pat, eat breakfast.)
-relative clause transformation. (example -- Pat ate breakfast; Pat is my friend. Pat, who is my friend, ate breakfast.)
-pre-nominal transformation. (example -- The girl ate breakfast. The girl is tall. The tall girl ate breakfast.)
-emphatic transformation. (example -- The girl ate breakfast. The girl did eat breakfast.)
-deletion transformation. (example -- The girl ate breakfast. The girl is tall. The girl who is tall ate breakfast. The tall girl ate breakfast.)

The student uses plural, agreement, present and past participle, past tense, genitive morphemes, nominalization, verbalization, adjectivalization, adverbial morphemes.

In his literature and in his writing the student recognizes, uses, and understands

-that morphemes are basic to sentence structure.
-that free morphemes are morphemes that can stand alone (identifies free morphemes).
-that morphemes are basic to sentence structure.
-that bound morphemes are bound to free morphemes and that they cannot stand alone (identifies free morphemes).
-the plural morphemes as an element that, when added to the singular form of a noun, changes that noun into the plural form, whatever it may be, and that the feature of plurality may be indicated by (-s), (-es), (-en), by changing a vowel in the middle of a word, or by nothing at all.

-the agreement morpheme as an element that, when added to the base form of the verb, produces the third person singular, present tense of verbs, and that the feature of agreement may be indicated by (-s), (-es).
-the present participle morpheme as an element that, when added to the base forms of verbs, produces the past participle form, whatever it may be, and that the past participle form may be indicated by (-ed), (-en) or changing a vowel in the word.
-the past tense morpheme as an element that, when added to the base form of the verb, produces the past tense form, whatever it may be, and that the past form may be indicated by (-ed), (-d), (-t), nothing at all, changing a vowel within the word, or changing the whole word.
-the genitive morpheme as an element that, when added to a noun, changes that noun into the genitive form and that the feature of genitiveness may be indicated by (-'s), (-s').
-the nominalization morpheme as an element that, when added to other categories of English, forms a noun.
-the verbalization morpheme as an element that, when added to other categories of English, forms a verb.

The student uses (Q), (ng), (imp) morphemes.

In his literature and in his writing the student recognizes, uses, and understands

-that morphemes are basic to sentence structure.
-that relational morphemes are morphemes that express ideas and relationships.
-the (Q), (ng), (imp) as relational morphemes.

The student uses levels of abstraction.

1) The student studies the speeches of various politicians and discusses which ones seem to have a solid grasp of their subject.
2) The student clips from a newspaper or magazine an editorial, a letter to the editor, or a report of a political speech. He underlines each abstract word whose meaning is doubtful and discusses the writer's effectiveness with his classmates.

The student uses denotative and connotative meanings.

1) The students make two lists of words, one that contains words that are positively charged (holy) and one that contains negatively charged words (stupid). They use them in sentences which they discuss for intended meaning.

2) The student reads a brief factual account about something; then he writes two paragraphs about the factual statement, one paragraph slanted toward the positive, the other toward the negative with the result being that different inferences can be drawn from the same facts.

The student defines words and terms by verbal, experiential, and physical context.

The student does oral and written exercises defining words by verbal context (words defined by the use of words around the word to determine meaning), experiential context (words defined by the use of the background of experiences one has), physical context (defining words by the physical context within which they occur).

The student can identify and use assonance, consonance, alliteration; intonation patterns.

In his literature and in his writing the student recognizes, uses, and understands alliteration as a pattern of sound; assonance and consonance as patterns of sounds; intonation patterns - stress, pitch, juncture - as patterns of sounds.

The student uses the phonetic alphabet.

In his literature and in his writing the student

-understands the phonetic characteristics of American English.
-understands that the sounds of American English can be represented with a phonetic alphabet.
-hears and uses consonants, blends, digraphs; vowels, digraphs, diphthongs; principles of syllabication and stress; contrastive sets; inflectional and derivational affixes, voiced and voiceless sounds of the phonetic alphabet; phonetic alphabet as used in several different dictionaries.
-identifies the speech production organs used in producing the sounds of the phonetic alphabet.

The student is aware of sound-spelling patterns.

In his literature and in his writing the student

-uses consonants, blends, digraphs; vowels, digraphs, diphthongs.
-understands and uses silent e rule; vowel digraph rule; soft c rule; soft g rule; ending consonant rule; ending vowel rule; y changed to i before ending rule; f changed to v before ending is added rule.

-understands and uses principles of syllabication -- syllables are divided between double consonants; syllables are divided before the consonant when a single consonant is between vowels; u syllabication rule.
-uses principles of accent.
-uses knowledge of free, bound, relational morphemes.
-attacks spelling problems individually; has a functional, individual spelling program; keeps a spelling notebook; has spelling correlated with purposeful activities.
-understands that broad and precise relationships exist between pronunciation rules and spelling rules.

The student identifies and uses referents and symbols.

In his literature and in his writing the student understands that a symbol stands for a referent but that the referent is not the symbol; that some symbols may have clearcut referents, some refer to states or conditions, some refer to generalizations, some refer to abstractions; understands the conventional nature of symbols -- that the relationships between symbol, referent, and thought are an agreed upon or conventional relationship; understands that like referents for both speaker and listener are necessary for communication to take place.

The student uses appropriate usage; standard English.

In his literature and in his writing the student develops an understanding of the relationships of speaker, subject, audience, time and place of utterance to the appropriateness of language.

LEARNING EXPERIENCES

Dialects of North Carolina

The student develops understanding that there are many dialects in the South; hears the dialects of the South.

> The student traces his ancestry by telling the section of the state (or country for non-natives) from which he comes, the occupations prevalent in that section, the accessibility to transportation in its early history, its ethnic origins, and its religious preferences. All the students analyze the information and try to arrive at some conclusions. They review part of their state's history that might have influenced language development.

The student develops understanding of cultural and geographical influences that bring about conformity and polarity in dialects of the Southeast.

1) The student uses a topographical map which shows main roads, size of cities and towns, distances to large cities, waterways, and natural resources and concludes what influences these might have had on dialects.
2) The student uses reference materials about his state to find historical events that influenced the state's culture (examples -- religion, education, war, literature). With his classmates he discusses how such things cause language to change and how these same things could be responsible for preserving a dialect.
3) After the student has constructed a large wall map of his state, he uses all of his previous dialect studies to determine how many different dialects can be placed in their proper location on the map. He makes a file-card pocket for each dialect region and attaches it to the map. As he finds typical expressions for a certain area of the state, he copies them down and inserts them in the proper pocket.

The student hears and reads literature rich in Southern dialects.

1) The student reads literature rich in Southern dialects (examples -- "Thar's More in the Man Than Thar Is in the Land" by Sidney Lanier; "How Mr. Rabbit Saved His Meat" by Joel Chandler Harris; "A Plumb Clare Conscience" by Marjorie Rawlings).
2) The students sing folk songs or recite them as choral readings or do choral readings of narrative poems about the South.

Similarities and Differences in the Dialects of North Carolina

The student develops understanding of the phonetic, morphological, syntactic similarities and differences in the dialects of the state.

1) The student reads "The Courtin" by James Russell Lowell and makes a list of ten words from the poem which are used but pronounced differently in his state.
2) The students initiate a tape exchange program with other dialect regions of their state. They analyze the tapes and compare or contrast their own dialect with that on the tapes; they look particularly for syntactic differences.

Patterns for Standard English

The student uses kernel sentences.

In his literature and in his writing the student

-understands kernel sentences.
-develops understanding of the relationships of the basic sentence positions in kernel sentences -- (1) NP and VP as dominated by S; NP as dominated by V_t; Comp as dominated by V_c; Pred as dominated by <u>be</u>.

The student uses non-kernel sentences.

In his literature and in his writing the student

-understands that non-kernel sentences are derived by transformations of the structures underlying one or more of the kernel sentences.
-develops understanding that sentences have deep structure and surface structure; that deep structure rearranges sentence elements but does not change meaning; that surface structure is a structure produced or generated from the deep structure; that a transformation operates on the deep structure to produce or generate the surface structure of a sentence.
-becomes familiar with the ideas of deep structure and surface structure by working with various sentence transformations.
-develops understanding of recursive properties of the grammar; develops understanding of matrix, constituent sentences, and embedding.
-understands and uses formulas for non-kernel sentences and tree diagrams when (and if) he feels the need to do so.

The student identifies and uses plural, present and past participle, past tense, genitive, nominalization, verbalization, adjectivalization, adverbial, comparative and superlative morphemes.

In his literature and in his writing the student

-reviews the plural agreement, present participle, past participle, past tense morpheme; reviews the genitive morpheme; reviews the nominalization and verbalization morphemes.
-develops understanding that adjectives are base or derived; understands the comparative morpheme as an element that when added to the base forms of adjectives, produces the comparative form of adjectives, and that the comparative morpheme may be indicated by -er; understands the superlative morpheme as an element that, when added to the base form of adjectives, produces the superlative form of adjectives, and that the superlative morpheme may be indicated by -est.
-understands the adjectivalization morpheme as an element that, when added to other categories of English, forms an adjective.
-understands the adverbial morpheme as an element that, when added to other categories of English, forms an adverb.

The student understands relational morphemes.

In his literature and in his writing the student develops an understanding of the relational morpheme as basic to an understanding of embedding.

The student identifies and uses nominals, verbs, adjectives, adverbs.

In his literature and in his writing the student

-develops an understanding of the features of noun morphemes, of the relationships nominals can enter into, of gerunds and infinitives as nominals, and of determiners as derived from the features of nouns.
-develops an understanding of the features of verb morphemes, of the relationships verbs can enter into, and of the constituents of verb phrase and verb phrase complements.
-develops an understanding of the process of embedding adjectives.
-understands that there is a category of adverbs in English and develops understanding of adverbs of time, manner, and locatives and degree adverbials (comparative and superlative), preverbs, sentence adverbials.

The student identifies and uses referents and symbols.

In his literature and in his writing the student

-understands that a symbol stands for a referent and that some symbols may have clearcut referents, some refer to states or conditions, some refer to generalizations, some refer to abstractions.
-understands the conventional nature of symbols.
-develops understanding of the changing nature of referents.
-develops understanding of the dependence of words and sentences upon time, place, people, and situations for these meanings.

The student uses levels of abstraction.

In his literature and in his writing the student

-understands and uses the classification process -- selecting similarities in objects, obscuring differences, creating families.
-understands and uses levels of specification from the general to the specific.
-defines words as genus to which it belongs and differentia which distinguish it from other words in the same class listed.

The student uses denotative and connotative meaning and defines words by context.

In his literature and in his writing the student

-understands and uses denotative meanings of words and sentences as the closest one can come to an exact or concrete definition.
-develops understanding of connotative meanings of words and sentences as changing from favorable to unfavorable, unfavorable to favorable.
-develops words by verbal, experiential, and physical context.

The student uses the phonetic alphabet and is aware of certain sound-spelling patterns.

In his literature and in his writing the student

-understands that the phonetic alphabet is a verbal representation of the sounds of English.

-hears and uses consonant blends, digraphs, blends; vowels, digraphs, diphthongs; contrastive sets; inflectional and derivational affixes; voiced and voiceless sounds of the phonetic alphabet; phonetic alphabet as used in several different dictionaries.
-identifies speech production organs used in producing the sounds of the phonetic alphabet.
-understands and uses silent c rule; vowel digraph rule; soft c rule; soft g rule; ending consonant rule; ending vowel rule; y changed to i before ending rule; f changed to v before ending is added rule.
-understands and uses the principles of syllabication and principles of accent.
-uses knowledge of free, bound, and relational morphemes.
-attacks spelling problems individually; has a functional, individual spelling program; keeps a spelling notebook; has spelling correlated with purposeful activities.
-understands that broad and precise relationships exist between pronunciation rules and spelling rules.

The student uses appropriate usage; standard English.

In his literature, his writing, and his speaking the student develops an understanding of the relationships of the speaker, subject, audience, time, and place of utterance to the appropriateness of language.

LEARNING EXPERIENCES

Methods of Studying Dialects

The student develops an understanding of the ways in which dialects are studied by workers in dialect study.

1) The students discuss projects like the Word Wagon Project now being carried on in the United States. They discuss how dialect field workers are collecting tapes of dialects of the various geographical regions in the United States.
2) The student uses the linguistic atlas of the United States and discusses with his classmates how this was developed by the field workers using questionnaires and tapes. They discuss the reasons for three maps -- pronunciation, vocabulary, and grammar.

The student studies dialects using research methods.

1) Using a questionnaire, the student collects dialect samples from his speech community or from the class as a speech community. He analyzes them for vocabulary differences and/or syntactic differences. (See Discovering American Dialects by R. Shuy.)
2) The students take turns recording a list of selected words which would likely be pronounced differently by members of their class. They record them in a quiet place so that outside distractions do not interfere with natural pronunciation. They analyze the tape in class for pronunciation, using the phonetic alphabet in their dictionaries to note the differences in sound. (See Discovering American Dialects by R. Shuy.)

The student uses linguistic geography.

1) The student uses maps of his state to show the reasons for dialect differences and their causes. (example -- In North Carolina three natural regions lie east to west; the dialect of the mountains is the result of isolation caused by physical geography. Cultural growth did not keep pace because of this isolation.)
2) The student relates personal experiences with dialects from another state. Vacation experiences provide sources. The dialect expressions are placed on a map of the United States. (Students who have moved to the area from another state can add valuable information.)
3) The student listens to the record Our Changing Language. He plays the dialect side at one sitting. He listens for examples of dialects which sound like his own.

4) The student reads fiction written by an author native to his state who uses native settings and characters (examples -- North Carolina; Two Worlds of Davy Blount [coastal and mountain areas]; Blue Ridge Billy; Lois Lenski; Treegate's Raiders, Manly Wade Wellman [Scottish dialect of mountaineers during Revolutionary War]; Sand Roots, Ben Neill [coastal-post World War II]).
5) The student reads fiction of other dialect areas or literary selections with settings in other dialect areas (examples -- Lois Lenski's books [Alabama]; Mark Twain's Life on the Mississippi [Mississippi]; Jesse Stuart's stories [Kentucky]; Marjorie Rawlings's The Yearling [Florida]).
6) The student reads a Korean version of Cinderella. (See Language in Society by Jean Malmstrom.)

Dialects of the Language of the Old English Period

The student develops understanding of the dialects of the language of the Old English period.

1) The student listens to recordings of Old English (example -- Our Changing Language).
2) The students discuss in small groups why dialects of Old English developed; they discuss the patterns of settlement, patterns of population shifts, patterns of physical geography, and patterns of culture.
3) The student uses a map showing the four main Old English dialects and attempts through research and discussion to answer the following question: Which dialect of Old English was the most common among the English people and from which dialect has Modern English descended?

Phonetic, Morphological, Syntactic Characteristics of the Language of the Old English Period

The student develops understanding of the phonetic, morphological, syntactic characteristics of the language of the Old English period.

1) The student studies a copy of a selection from Beowulf as he listens to a recording of the selection; he notes phonetic characteristics of the Old English words as compared to Modern English.
2) The student studies a copy of the Lord's Prayer in Old English, looking for syntactic characteristics and comparing them to Modern English.

Patterns for Standard English

The student uses kernel sentences.

In his literature and in his writing the student

-understands kernel sentences.
-develops an understanding of grammaticality; degrees of grammaticality (metaphors . . .); relationships that are grammatical; violations of relationships that produce ungrammaticality.
-understands domination relationships in kernel sentences.

The student uses non-kernel sentences.

In his literature and in his writing the student

-develops understanding of deep structure and surface structure by working with various sentence transformations.
-develops understanding of coordination, subordination, predication.
-develops understanding of the recursive properities of the grammar; develops understanding of matrix and constituent sentences and embedding.
-understands and uses formulas for non-kernel sentences and tree diagrams when and if he is able to do so and if he desires to do so.

The student identifies and uses plural; present and past participle; past tense; genitive, nominalization, verbalization, adjectivalization, adverbial, comparative and superlative morphemes; free, bound, and relational morphemes.

In his literature and in his writing the student understands

-morphemes as regularly recurring features of English; that every word contains at least one morpheme and may contain several; that there are free, bound, and relational morphemes; that a basic morpheme (such as the plural morpheme) may be represented in spelling or pronunciation in more than one way and that these variant ways are called allomorphs of the basic morpheme.
-the nominal as a category of English; the features of noun morphemes; the relationships nominals can enter into; gerunds and infinitives as nominals; features of pronouns.
-the verb as a category of English; the features of verb morphemes; the relationships verbs can enter into; the constituents of verb phrases and verb phrase complements; the classes and subclasses of verbs and the types of auxiliaries (modals, to have, to be).

-the adjective as a category of English; that the category of adjectives is closely related to the category of verbs because both are derived from the same place in the deep structure; that like other categories, adjectives can be derived from other parts of speech; the relationships adjectives can enter into with nouns (restrictive, non-restrictive).
-the adverb as a category of English; how sentences, nominals and adjectives can undergo transformations to become adverbs; that there are various categories of adverbs; the relationships adverbs can enter into.
-that there are other categories of English -- particles, prepositions, conjunctions . . . and that morphemes from these categories are combined in well-defined relationships.

The student realizes that language interacts with the society it serves: changing meanings of words.

In his literature, his writing, and his speaking the student develops an

-understanding that the realization of language is a "mirror of progress"; that "words, being but symbols by which a man expresses his ideas, are an accurate measure of the range of his thought at any given time." (History of the English Language, Albert C. Baugh)
-understanding of semantic change as concerned with the difference in range between the old and new meaning of words -- generalization, specialization -- the difference in status between old and new meanings -- pejoration and amelioration.
-understanding of taboo words, euphemisms, slang, jargon, vogue words, the "in language" of students . . .

The student is aware of and uses levels of abstraction.

In his literature and in his writing the student understands the classification process as part of the abstraction process; levels of specification from the general to the specific; and uses graphic illustrations of levels of abstraction.

The student uses denotative and connotative meanings -- definition by context and figurative language.

In his literature and in his writing the student understands that words will shift in meaning as a result of their denotative and connotative meanings; develops understanding of metaphors, similes, and personification as useful communication

devices; and understands that words may be defined by the context within which they occur and that contexts change -- depending on place, time, speaker, audience, occasion, subject.

The student uses the phonetic alphabet.

In his literature and in his writing the student understands that the phonetic alphabet is a representation of the sounds of English and hears and uses consonants, blends, digraphs; vowels, digraphs, diphthongs; contrastive sets, voiced and voiceless sounds of the phonetic alphabet; inflectional and derivational affixes; phonetic alphabet as used in several different dictionaries.

The student is aware of sound-spelling patterns.

In his writing the student

-uses consonants, blends, digraphs; vowels, digraphs, diphthongs.
-understands and uses silent e rule; vowel digraph rule; soft c rule; soft g rule; ending consonant rule; ending vowel rule; y changed to i before ending rule; f changed to v before ending rule.
-understands and uses the principles of syllabication and accent.
-understands and uses knowledge of free, bound, and relational morphemes.
-attacks spelling problems individually; has a functional, individual spelling program; has spelling correlated with purposeful activities; keeps his own spelling notebook.
-understands that broad and precise relationships exist between pronunciation rules and spelling rules.

The student is aware of cultural levels in the English language: functional varieties in the English language: functional varieties in the cultural levels in the English language.

In his literature, his writing, and his speaking the student

-understands the range or continuum from formal to informal style in both speaking and writing as functional varieties in the English language.
-understands the range or continuum from standard English to non-standard English as cultural levels in the English language.

-understands that there are functional varieties in the cultural levels in the English language.
-understands appropriateness of usage.
-does research on appropriate usage in the community served by the school.

GRADE TEN - GRADE TWELVE

Language has many dialects.

There are regional and social dialects of language.

A dialect is a variety of language shared by members of a homogeneous speech community.

Dialects are best described as phonetic, morphological, syntactic variations within the system of a single language.

LEARNING EXPERIENCES

Cultural Influences That Bring About Conformity or Polarity in Dialects

The student develops understanding of cultural influences that bring about conformity in dialects -- travel, mobility of population, military service requirements, radio, television.

1) The student does independent study reports on ideas like the following: (a) interviewing knowledgeable radio and television announcers to determine conformity in pronunciation; (b) securing technical manuals for military services which establish conformity in communiques.
2) Students conduct panel discussions on how travel and mobility of population bring about conformity in dialects.

The Dialects of the Language of the Middle English Period

The student develops understandings of cultural influences that bring about polarity in dialects -- new subcultures which create new words and new meanings, natural tendency of dialects to resist conformity, regional differences, geographical boundaries.

1) The student listens to recordings of regional dialects. (See recording from National Council of Teachers of English entitled Americans Speaking.)
2) The student writes papers which deal with separate speech subcultures he belongs to; he explores the sociological features, the traditions, the permanency of the subculture's speech features, and the equivalent expressions used by persons not members of the subculture.

Phonetic, Morphological, Syntactic Characteristics of the Language of the Middle English Period

The student develops understanding of the dialects of the language of the Middle English Period.

1) The student hears recordings of Middle English and Modern English in order to identify the differences in the historical development of dialects of the periods. (See the following records: A Thousand Years of English Pronunciation, The Changing English Language, The Changing English Language, Vol. II.)
2) The student studies brief examples of Middle English, particularly excerpts from Chaucer, looking at the morphological and syntactical characteristics as they compare to Modern English.

Patterns for Standard English

The student uses kernel sentences.

In his literature and in his writing the student

-uses knowledge of kernel sentences in other areas of the English program.
-understands domination relationships in kernel sentences.
-understands grammaticality, degrees of grammaticality, and relationships that are grammatical; understands violations of relationships that produce ungrammaticality.
-distinguishes between sentences and non-sentences; identifies synonymous sentences (when synonymity depends on the structure of the sentence); perceives ambiguity arising from sentence structure; relates various types of sentences to each other (interrogative to declarative . . .).

The student uses transformations.

In his literature and in his writing the student

-uses knowledge of non-kernel sentences in other areas of the English program.
-understands domination relationships in non-kernel sentences.
-understands grammaticality, degrees of grammaticality, and relationships that are grammatical; understands violations of relationships that produce ungrammaticality.
-understands the functions of deep structure and surface structure.
-understands transformations that are possible in the English language; understands that transformations change deep structures into surface structures.
-understands the relationships between noun phrases, verb phrases, and their constituents.
-understands and uses various sentence transformations.

The student identifies and uses plural, present and past participle, past tense, genitive, nominalization, verbalization, adjectivalization, adverbial, comparative and superlative morphemes, relational morphemes.

In his literature and in his writing the student

-understands morphemes as regularly recurring features of English.
-understands that every word contains at least one morpheme and may contain several.
-understands free, bound, and relational morphemes.

-understands that a basic morpheme may be represented in spelling or pronunciation in more than one way and that these variant ways are called allomorphs of the basic morpheme.
-understands the nominal as a category of English; the features of noun morphemes; the relationships nominals can enter into; gerunds and infinitives as nominals; determiners as derived from features of nouns; features of pronouns.
-understands the verb as a category of English; features of the verb morpheme; the relationships verbs can enter into; constituents of verb phrases and verb phrase complements; classes and subclasses of verbs and the types of auxiliaries.
-understands the adjective as a category of English; the category of adjectives as closely related to the category of verbs because both are derived from the same place in the deep structure; adjectives (like other categories) as being derived from other categories of English; relationships adjectives can enter into.
-understands the adverb as a category of English; that sentences, nominals, adjectives can undergo transformations to become adverbs; the various categories of adverbs; the relationships adverbs can enter into.
-understands that there are other categories of English -- particles, prepositions, conjunctions . . .; understands that morphemes from these categories are combined in well-defined relationships.

The student identifies and uses metaphorical language.

In his literature, his writing, and his speaking the student develops understanding of metaphorical language as an aid in communication.

The student uses denotative and connotative meanings; definition by contexts; levels of abstraction; and is competent in the use of dictionaries.

In his literature and in his writing the student

-understands denotative meaning as lexical meaning, connotative meaning as personal or private meaning.
-understands that connotative meanings change and that the attitude of speaker or listener may influence meaning.
-defines words by the contexts within which they occur - verbal, experiential, physical.
-defines words by the classification process and levels of specification using graphic illustrations of the abstraction process.
-defines words by the use of dictionaries.

The student uses the phonetic alphabet.

In his literature, writing, and speaking the student

-understands that the phonetic alphabet is a representation of the realized sounds of English.
-knows and uses the phonetic alphabet.
-hears and uses consonants, blends, digraphs; vowels, digraphs, diphthongs; contrastive sets; voiced and voiceless sounds of the phonetic alphabet; inflectional and derivational affixes; phonetic alphabet as used in several different dictionaries.

The student is aware of sound-spelling patterns.

In his writing the student

-uses all spelling principles and rules with complete skill and understanding; has success in all spelling activities.
-understands and uses consonants, blends, digraphs; vowels, digraphs, diphthongs; silent e rule; vowel digraph rule; soft c and soft g rule; ending consonant rule; ending vowel rule; y changed to i before ending rule; f changed to v before ending rule; principles of syllabication and accent; free, bound, and relational morphemes.
-understands that broad and precise relationships exist between pronunciation rules and spelling rules.

The student applies appropriate usage in written and oral composition.

In his literature, his writing, and his speaking the student develops understanding that usage is the correlation of the language features with environmental factors; develops understanding of the language features as pronunciation, vocabulary, and grammatical form, and the environmental factors as the speaker, his subject, his audience, the occasion, and the time and place of the utterance.

LEARNING EXPERIENCES

Social Characteristics of Dialects

The student develops understanding of social characteristics of dialects -- sex, age, place of birth, home environment, education, occupation . . .

1) The student discusses with his classmates what the social characteristics of dialects are; they divide into small groups with each group discussing the implications of a particular social characteristic which was mentioned in the general class discussion. The groups report their findings.
2) The student hears the recording A Word in Your Ear, issued by the National Association of Educational Broadcasters. He discusses with his classmates the specific examples of the relationships between language and culture and answer the following question: What determines the way in which languages are used?
3) The students describe in writing a spring day in late April. Several papers are read aloud by the teacher or a student, and the other students try to identify the writer's sex by what is said in the paper.

The student understands that a dialect is a variety of language shared by members of a homogeneous speech community.

1) The students secure examples of dialects from other speech communities by sending a small tape and a mimeographed list of sentences composed of words subject to dialectal differences in pronunciation (examples -- greasy, creek, nice, wash). The students send an accompanying tape containing their own readings of the sentences; the other school keeps the second tape.
2) The student listens to the record Our Changing Language or Americans Speaking and identifies the dialect closest to his own.
3) The student reads some piece of literature that contains examples of dialects of a homogeneous speech community (examples -- Huckleberry Finn, Twain; O Pioneers, Cather; "The Blue Hotel," Crane).
4) The students suggest TV shows in which regional peculiarities of dialects are evident, such as Gomer Pyle, USMC, or Gunsmoke. They discuss the peculiarities of the dialects. (One of the students can tape the audio portion of the program for later use in the class.)

Phonetic, Morphological, Syntactic Characteristics of the Language of the Modern English Period

The student develops understanding of the phonetic, morphological, syntactic characteristics of the language of the Modern English period.

1) The student reads pages 28-32 in Discovering American Dialects; he fills in the blanks of the exercises on pages 29-31 and compares his answers to his classmate's.
2) The student writes a series of questions designed to bring out differences in pronunciation, vocabulary, and syntax. He uses the questions to survey the student body or a portion of it; he compiles the information.
3) Two students do independent study using Dialects USA by Jean Malmstrom and Annabel Ashley and Discovering American Dialects by R. Shuy. (Both are National Council of Teachers of English publications.) A third student can use Charlton Laird's Miracle of Language. They report to the class when they have finished their study.
4) The student searches out different methods of word formation and discusses the relative importance of each method with his classmates. He creates some new words by the methods discussed.

Patterns for Standard English

The student uses kernel sentences.

In his literature and in his writing the student

-uses knowledge of kernel sentences in other areas of the English program.
-understands domination relationships in kernel sentences.
-understands relationships in sentences that produce grammaticality and violations of the relationships that produce ungrammaticality.
-distinguishes between sentences and non-sentences; identifies synonymous sentences (when synonymity depends on the structure of the sentence); perceives ambiguity arising from sentence structure; relates various types of sentences to each other (interrogative to declarative . . .).

The student uses transformations.

In his literature and in his writing the student

-uses knowledge of non-kernel sentences in other areas of the English program.
-understands domination relationships in non-kernel sentences.
-understands grammaticality, degree of grammaticality and relationships that are grammatical; understands violations of grammaticality of relationships that produce ungrammaticality.
-understands the functions of deep structure and surface structure.
-reviews transformations previously studied as a basis for sentence development and as a basis for understanding deep structure and surface structure.

The student identifies and uses free, bound, and relational morphemes.

In his literature and in his writing the student

-understands morphemes as regularly recurring features of English.
-understands free, bound, and relational morphemes.
-understands that a basic morpheme may be represented in spelling or pronunciation in more than one way and that these variant ways are called allomorphs of the basic morpheme.

The student identifies and uses the categories of English.

In his literature and in his writing the student

-understands the nominal as a category of English; the features of noun morphemes; the relationships nominals can enter into; gerunds and infinitives as nominals; determiners as derived from features of nouns; features of pronouns.
-understands the verb as a category of English; features of the verb morpheme; the relationships verbs can enter into; constituents of verb phrases and verb phrase complements; classes and subclasses of verbs and the types of auxiliaries.
-understands the adjective as a category of English; the category of adjectives as closely related to the category of verbs because both are derived from the same place in the deep structure; adjectives (like other categories) as being derived from other categories of English; relationships adjectives can enter into.
-understands the adverb as a category of English; that sentences, nominals, adjectives can undergo transformations to become adverbs; the various categories of adverbs; the relationships adverbs can enter into.

-understands that there are other categories of English -- particles, prepositions, conjunctions . . .; understands that morphemes from these categories are combined in well-defined relationships.

The student uses referents and symbols, denotative and connotative meanings -- definitions by contexts, levels of abstraction, use of dictionaries, metaphorical language.

In his literature and in his writing the student

-understands denotative meaning as lexical meaning; connotative as personal meaning.
-understands that words shift in meaning as a result of their denotative and connotative meanings.
-understands metaphorical language as an aid in communicating.
-understands the use of contexts in defining words.
-understands the classification process and levels of abstraction as aids in defining words.
-understands the use of structural meanings as well as lexical meanings.
-understands the use of dictionaries in defining words.
-understands devices used in propaganda and the role of mass media in propaganda.
-understands emotive and referential language and their relation to propaganda.
-uses knowledge of the relationship of referent, symbol, and thought in making judgments (referent -- object referred to; symbol-name of thing; thought-act of reference).
-understands factual and inferential statements (judgments); reports and false reports; logical fallacies, generalizations; assumptions.
-uses knowledge of propaganda in argumentation.
-becomes familiar with and uses Webster's Third New International Dictionary (as well as other dictionaries).

The student uses the phonetic alphabet.

In his writing and in his speaking the student understands and uses the phonetic alphabet as a representation of the verbal realizations of the English language; knows and uses consonants, blends, digraphs; vowels, digraphs, diphthongs; contrastive sets; voiced and voiceless sounds of the phonetic alphabet as used in several different dictionaries; understands voice production organs and their role in speech production.

The student is aware of sound-spelling patterns.

In his writing the student

-uses all spelling principles and rules with skill and understanding; has success in all spelling activities.
-understands and uses consonants, blends, digraphs, vowels, diphthongs, silent e rule; vowel digraph rule; soft e and soft g rules; f changed to v before ending rule; principles of syllabication and accent; free, bound, and relational morphemes.
-understands that broad and precise relationships exist between pronunciation rules and spelling rules.

The student applies appropriate usage in written and oral composition.

In his literature, his writing, and his speaking the student

-understands current English usage as it is used by native speakers in the school and community.
-conducts research projects on current English usage; makes usage status charts.
-participates in a class or group project in making a Guide for Appropriate Usage (to be used by the class and others in the school).

LEARNING EXPERIENCES

The Nature of Dialects - Regional and Social

The student understands that dialects are regional and social; understands the regional and social characteristics of dialects.

1) The student prepares oral or written reports on a particular regional dialect.
2) The student compares and contrasts regional dialects as found in literature (examples -- The Yearling, I Remember Mama, My Antonia, The Prophet of the Great Smoky Mountains, Huckleberry Finn).
3) The student reads selections from Wit and Humor in America and uses them as the basis for comments on regional dialects.
4) The students discuss the importance of the educational or occupational dialects; they discuss sociological factors that influence dialects.

The student understands that a dialect is a variety of language shared by members of a speech community.

1) The student compares newspapers from various parts of the English-speaking world, looking particularly for examples of dialects. He reports to the class.
2) The student actively observes several people who have obviously different language backgrounds from his own; he writes down the variant forms, word choices, inflections, or constructions which he observes.

Cultural Influences Which Bring About Conformity or Polarity in Dialects

The student understands cultural influences and their roles in bringing about conformity as well as polarity in dialects.

1) The students discuss the cultural influences on dialects, listing those which have had the most impact. They survey available literature that represents some of the cultural influences (examples -- My Antonia, So Big, The Green Pastures, How Green Was My Valley).
2) The student prepares written reports on why social and regional dialects have persisted in an age of television and other mass media or they write about the effects of mass media upon American speech.
3) Students discuss in small groups the following questions: a) Are local dialects detrimental to the social status of their users? b) Is it good or is it bad in the long run for local speech to be replaced by a uniform standard dialect?

Current Investigations of Dialects

The student becomes familiar with investigations being conducted in dialects, particularly in the southeastern part of the United States.

1) The student writes universities and linguistic centers in the United States to learn what research is being conducted in the area of dialectology.
2) The student surveys the local libraries for items concerning dialect study, particularly in the southeast. (See Reader's Guide, Publications of American Dialect Society, American Speech, etc.)
3) The student reads and utilizes the methods of research found in Discovering American Dialects by R. Shuy and Dialects: USA by Jean Malmstrom and Annabel Ashley.
4) The student looks for information about investigations in dialects being made, formally and informally, in his own community or state.

Survey and Analysis of Dialects in the Community Served by the School

The student participates in class or group projects in making surveys and analyses of dialects in the community served by the school; uses methods of dialect study used by workers in research in dialects.

The student studies and applies the methods of dialect study used by workers in research in dialects; he uses books like the following: Discovering American Dialects, R. Shuy; American Dialects, Carroll Reed; A Word Geography of the Eastern United States, Hans Kurath.

Regional Characteristics of the Dialects of the United States - Phonetic, Morphological, Syntactic

The student understands the regional characteristics of dialects of the United States -- phonetic, morphological, syntactic (with emphasis upon the southeastern United States).

1) The student reads examples of literature rich in dialects such as The Grapes of Wrath, (Steinbeck), Life on the Mississippi (Twain), Plantation Proverbs (Harris), Sut Lovingood's Yarns (George Washington Harris), Cross Creek (Rawlings). He discusses with his classmates the characteristics of the dialects found in the selections.
2) The student writes creative poems, short stories, essays which use his native dialect.

Patterns for Standard English

The student uses kernel sentences.

The student understands kernel sentences as basic sentences in the English language and uses kernel sentences with skill and understanding in the language area of the English program as well as in other areas of the program.

The student uses transformations.

The student understands transformations as sentences derived by transformations of the structures underlying one or more of the kernel sentences; uses transformations with complete understanding in the language area of the English program as well as other areas and relates his knowledge of English grammar to the study of new knowledge in English grammar.

The student identifies and uses free, bound, and relational morphemes.

The student understands free, bound, and relational morphemes as meaningful units which occur in various relational structures; understands the various relational structures within which free, bound, and relational morphemes can occur; and uses free, bound, and relational morphemes with skill and understanding in the language areas of the English program as well as in other areas of the program.

The student identifies and uses the categories of English.

The student understands nominals, verbs, adjectives, adverbs as well as other categories as significent categories of English and understands that morphemes from these categories are combined in well-defined relationships; understands the well-defined relationships that morphemes from these categories may enter into; and uses the significant categories of English in well-defined relationships with skill and understanding in the language area of the English program as well as in other areas of the program.

The student uses referents and symbols, metaphorical language, denotative and connotative meanings, definition by contexts, levels of abstraction, dictionaries.

The student

-understands relationships of referent, symbol, and thought.

-understands denotative and connotative meanings.
-understands metaphorical language as an aid in communicating.
-understands the use of context in defining words and sentences.
-understands the classification process and levels of abstraction as an aid in defining words.
-understands the use of structural meanings as well as lexical meanings.
-understands the nature of propaganda and propaganda devices and their roles in today's society.
-understands the nature of argumentation and the use of induction, deduction, factual statements, influential statements, logical fallacies, generalizations, assumptions.
-knows the history of dictionaries, lexicography, and the work of lexicographers.
-uses dictionaries as an aid in spelling, pronunciation, defining, syllabication, accenting, structure of words, source of synonyms and antonyms, grammatical labels, etymologies, usage labels.
-understands that dictionaries are a record of what people say and how they say it, not what they ought to say or how they ought to say it.

The student uses the phonetic alphabet.

The student understands and uses the phonetic alphabet as a representation of the verbal realization of the English language; knows and uses consonants, blends, digraphs; vowels, digraphs, diphthongs; contrastive sets; voiced and voiceless sounds of the phonetic alphabet; inflectional and derivational affixes; phonetic alphabet as used in several different dictionaries; understands voice production organs and their role in speech production.

The student is aware of sound-spelling patterns.

The student uses spelling principles and rules with skill and understanding; he has success in all spelling activities.

The student applies appropriate usage in written and oral composition.

The student

-participates in class or group projects in developing a Guide for Appropriate Usage following research projects (conducted by class) on current English usage in the community served by the school.

-understands dimensions of usage which show the range from (1) speaking to writing, (2) informality to formality, (3) standard English to non-standard English, (4) one region to another, (5) one period in time to another.
-commands the structural and lexical resources of the English language so that he can choose the word and the sentence most appropriate to the context in which he wishes to use it.

GLOSSARY

This glossary contains those relatively common yet difficult words and terms which occur in this publication. The definitions apply to the uses of the words and terms in the publication.

allomorph - variant spelling or pronunciation of a basic morpheme (example: the plural morpheme has several allomorphs).
amelioration - improvement in the meaning of a word (example: plague).
assonance - resemblance or similarity in sound between vowels followed by different consonants in two or more stressed syllables (example: lake and fate); see consonance.

basic sentence patterns (formulas) -
1) noun phrase plus intransitive verb and an optional adverb can be rewritten (→) as NP + V_i (adv)
2) noun phrase plus transitive verb plus noun phrase and an optional adverb can be rewritten (→) as NP + V_t + NP (adv)
3) noun phrase plus a copulative verb plus a complement and an optional adverb can be rewritten (→) as NP + V_c + Comp (adv)
4) noun phrase plus the verb be plus predicate and an optional adverb can be rewritten (→) as NP + be + pred (adv).

blends - combinations of letters to produce different sounds (examples: st, wh, br, al, ck, str, etc.).
bound morphemes: the common prefixes and suffixes in English; cannot stand alone; always bound to free morphemes.

connotation - the cluster of implications that words or phrases may carry; private and personal, group (national, racial), or universal (held by all men).
consonance - the use of words in which the final consonants in the stressed syllables agree but the vowels that precede them differ (example: add - read).
constituent sentence - a sentence which is embedded in another sentence; a sentence that can be embedded after any noun in a matrix sentence. (A constituent sentence is traditionally called the dependent clause.)
context (verbal, experiential, physical) -
1) verbal: words defined by the use of words around the word to determine meaning
2) experiential: words defined by the use of the background of experiences one has
3) physical: words defined by the parts they contain (prefixes, suffixes, etc.).

coordination - a simple transformation which theoretically can take any two sentences, put them together, and come up with a compound sentence.

deep structure - the structure which provides the underlying meaning of a particular sentence; the structure which contains all of the information required to determine the meaning of a sentence; the structure one assumes on the basis of the meaning of a sentence and its syntax; see surface structure.

denotation - specific, exact meaning of a word, independent of its emotional associations.

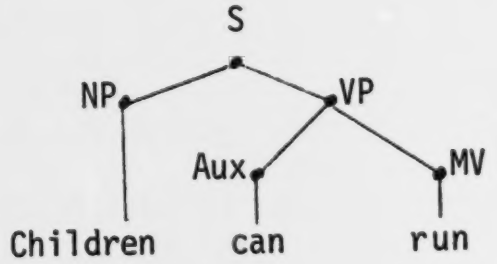
derivational affix - prefixes and suffixes which are used to convert one word into another (examples: America - American; friend - befriend; fame - famous; persistent - persistently).

determiner - those words except adjectives which regularly precede nouns; chief function is to point to a following noun (examples: a, an, the, any, this, my, first, one, more, all of, some of, etc.).

digraph - a combination of two characters representing a single sound (examples: oa in boat, sh in she).

diphthong - a blend of two vowel sounds in one syllable (examples: oi in coil, i in fine).

domination relationships -



S is said to immediately dominate NP and VP; S simply dominates Aux and MV; VP immediately dominates Aux and MV, etc., on a branching tree diagram.

embedding - the placement of a sentence after a nominal in another sentence (example: The fact that the author was present pleased the publishers.)

free morpheme - a morpheme that can stand alone (examples: boy, car, book, etc.).

grammaticality, degrees of - conforming to the rules of grammar but transformed to allow for emphasis and meaning, especially in the work of poets.

intonation patterns - the meaning and melody given to speech by higher and lower levels of pitch; patterns resulting from pitch sequences and pauses (junctures).

inflectional affix - an affix denoting the grammatical function of a word (examples: s for the regular plural of nouns and for the third person singular of verbs; 's for the possessive; er and est for the comparative and superlative degrees of adjectives and adverbs; ed for the past tense and past participle of regular verbs; ing for the present participle).

kernel sentence - a basic sentence containing a noun phrase and a verb phrase and an optional adverb; symbolically represented by S → NP + VP which says that a sentence (S) may be rewritten (→) as a noun phrase plus a verb phrase. (All other sentences are derived from the kernel sentence and are called non-kernel sentences.) Basic sentence patterns are

NP + V_i	(Adv)
NP + V_t + NP	(Adv)
NP + V_c + comp	(Adv)
NP + be + pred	(Adv)

lexical meaning - meaning of a word or morpheme considered apart from the modifications of grammatical inflection, syntactic position, etc.

matrix - the basic sentence, traditionally called an independent clause, into which a constituent sentence can be embedded.

morpheme - the smallest structural unit of meaning that occurs again and again through the language and that always performs the same structural function (see free, bound, and relational morphemes).

morphology - the arrangement and interrelationship of morphemes in words.

paralinguistic behavior - the features that accompany linguistic behavior and help convey meaning (examples: snores, snorts, whispers, gestures, facial expressions, etc.).

personal meaning - one phase of connotative meaning

pejoration - a degeneration or lowering in the meaning of a word (example: silly formerly meant "blessed").

phonetics - the analysis, description, and classification of the sounds of speech (in this publication the sounds as they are pronounced and keyed in dictionaries).

preverbs - a class of words that may, in the surface structure, be positive or negative; words which occur directly before main verbs or as part of the auxiliary verb phrase -- VP -> (Prev) Aux + MV (examples: often, seldom, always, never, etc.).

predication - that part of a sentence referring to the verb phrase (VP) in a sentence.

recursive - the process of incorporating an optional sentence (S) after every nominal (Nom) in the grammar.

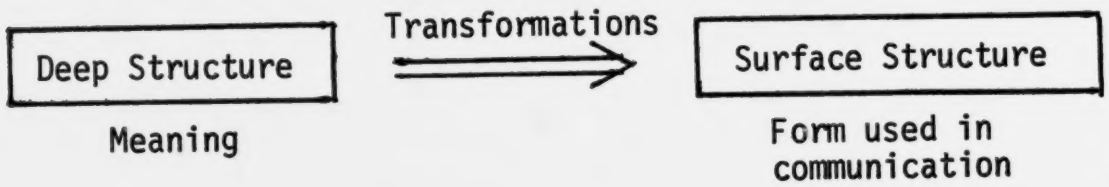
referent - the object, concept, etc., to which reference is made or its symbolic equivalent.

relational morphemes - morphemes that express ideas and relationships - questions (Q), negative (Ng), and imperative (Imp).

semantics - the study of the meanings of speech forms, especially of the development and changes in meaning of words and word groups.

subordination - the process of embedding a constituent sentence in a matrix sentence.

surface structure - a structure produced or generated from the deep structure; a transformation operates on the deep structure to generate the surface structure of a sentence; the form of a sentence is given by its surface structure.



syntax - the structure of language; the arrangement and interrelationship of words in phrases and sentences.

transformations - rules which rearrange various elements that occur in English sentences (examples: see page).